DOCUMENT RESUME

ED 234 208 CE 036 941

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TITLE Dental Assisting Course. Bilingual Vocational Instructional Materials.
INSTITUTION Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE [82]
CONTRACT TEA-11230096
NOTE 50p.; For related documents, see CE 036 937-943.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
LANGUAGE English; Spanish

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; Course Content; Course Descriptions; *Dental Assistants; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Instructional Films; Job Skills; *Lesson Plans; Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

ABSTRACT

This course in dental assisting, one of a series of bilingual English-Spanish vocational education courses, is designed to prepare the student to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work. The course covers an introduction to the occupation, dental sciences, psychology, dental assisting, dental materials, radiology, business English, office management, biological sciences, and internship, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for dental assistants as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

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BILINGUAL VOCATIONAL INSTRUCTIONAL MATERIALS

DENTAL ASSISTING COURSE

SWT

Developed through:
The Department of Occupational Education
Southwest Texas State University
San Marcos, Texas 78666

Funded by:
Research Coordination Unit
of The Department of Occupational
Education and Technology,
Texas Education Agency
(TEA Project No. 11230096)

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CE036941

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DENTAL ASSISTING COURSE

Course Description

This course is designed to prepare the student to assist the dentist at the chairside in the dental operatory, perform reception and clerical functions, and to carry out selected dental laboratory work.

Course Objective

The student will be able to:

1. Discuss the rights of the states in passing licensing regulations.
2. Name the three general sources of American law and discuss how these sources of law affect the dentist.
3. Explain the term dental practice acts.
4. Discuss actions that could lead to suspension or revocation of the dentist's license.
5. Discuss the development of dental skills, processes, and materials.
6. Give examples of colloquial terms for technical terms.
7. Name the three bones of the head that are important to dentistry.
8. Name the muscles of mastication.
9. Name the three major salivary glands.
10. Give the functions of the four kinds of teeth.
11. Define motor and sensory nerves.
12. Discuss the stages of progress and the control of dental caries.
13. Discuss pulp reaction to dental caries, periapical abscess, granuloma, and periodontitis.
14. Discuss the care and cleaning of dental equipment in the dental unit.
15. Discuss the types and uses of the handpieces and accessories.
16. Name the types of stems for dental mirrors.
17. Give the purpose of explorers and cotton pliers.
18. Discuss instrument numbering, amalgam, cutting, gold-foil, and plastic filling instruments.

19. Discuss the importance of cleanliness and correct scrubbing procedures.

20. Discuss assisting with preparations, serving and receiving instruments.

21. Describe the basic setup for nonoperative and operative procedures.

22. Discuss the materials required for the procedure for removal of teeth.

23. Discuss the specialties of endodontics, oral surgery, orthodontics, pediatric dentistry, periodontics, prosthodontics, and discuss the duties of the dental assistant in each of these specialties.

24. Define microbiology.

25. Define anesthetic and name the only general anesthetic that has achieved much use in dentistry.

26. Discuss the use of local anesthesia in dentistry.

27. Name the teeth in each quadrant of the mouth, and discuss the written identification of teeth.

28. Give the abbreviations for single surfaces and groups of surfaces.

29. Discuss cavity classification for restoration.

30. Give the difference between a simple cavity and a compound cavity.

31. Define dental radiograph and name three characteristics of X rays that are important to dentistry.

32. Discuss the potential dangers, the hazards, and methods of protection from X rays.

33. Name the seven steps in operating the X-ray machine.

34. Discuss the quality of radiographs.

35. Discuss seven steps for better X-ray exposures.

36. Discuss automatic and hand processing of film.

37. Name four things for which careful written records must be kept.

38. Discuss attributes needed by those who receive patients.

39. Give the advantages in having an office administrator and the importance of an orderly office routine.

40. Give the difference between diet and nutrition.

41. Tell what minerals do and the function of vitamins.

42. Discuss the effects of diet on the oral cavity.

43. Discuss emergencies that are likely to arise in the dental office and discuss first aid procedures for these emergencies.

Course Outline

A. Orientation

1. The Dental Health Program
2. Policies
3. The Dental Profession, Organizations, and Programs.
4. History, Ethics, and Jurisprudence
5. Dental Terminology

B. Dental Sciences

1. Anatomy and Physiology
2. Oral Embryology and Histology
3. Tooth Morphology
4. Disease Prevention and Control

C. Psychology

1. Fundamentals of Psychology
2. Mental Health Concepts

D. Dental Assisting

1. Equipment, Instruments, and Supplies (care and use)
2. Office Emergencies
3. Operative Dentistry
4. Pedodontics
5. Crown and Bridge Prosthodontics

E. Dental Materials

1. Materials and Therapeutics
2. Operative, Surgical, and Lab Procedures

3. Materials - Structure and Properties
4. Medications and Anesthetics
5. Impression Materials
6. Metals and Resins
7. Cements and Waxes

F. Radiology
1. History
2. Properties of Radiation
3. X-ray Units
4. Safety
5. Films and Chemicals
6. Film exposure and Proccessing
7. Anatomy/Pathology Identification
8. Mounting of radiographs

G. Business English
1. Language Structure
2. Business Communications
3. Letters, memoranda, and reports
4. Reading, Listening, and Speaking

H. Office Management
1. Secretarial Assistance
2. Charges, Payments, and Accounting
3. Prepaid Dental Care
4. Expenses and Disbursements
5. Employment Procedures
6. Patient and Personnel Management
7. Scheduling

8. Diagnosis and Treatment Planning

I. Biological Sciences

1. Anatomy and Physiology

2. Nutrition

3. First Aid Practices

4. Cardio-Pulmonary Resuscitation

J. Internship

1. Practice of Techniques and Drills

2. Assist with Operative, Surgical, Lab, and Preventive Procedures.

3. Conduct Health Consultations

Reference

1. Austin Community College, Catalog 1978-79. Austin Community College, P.O. Box 2165, Austin, Texas.

2. Lankes, Barbara S. Dental Assistant Student's Guide, Instructional Materials Center, Continuing Education, The University of Texas at Austin, in cooperation with Vocational Industrial Education. Occupational Education and Technology. Texas Education Agency, Austin, Texas, 1975.

Introduction to Sample Lesson Plan

At first view of this sample lesson plan, the teacher may feel overwhelmed at the amount of material included. Certainly the material provided cannot be taught in one day. No effort has been made to divide the material into more than three class periods, but it is understood that the teacher will make his/her own adaptations as to both amount of material and time element.

There may be some objection that too much material is presented at one time so that it cannot be mastered as thoroughly in one day as a more limited vocabulary might be. However, given the general consideration that concrete words are the easiest to learn--names of objects, numbers and colors, for example, the difficulty arises with using these words in sentences. For this reason, words are generally taught in context In implementing the Sample Lesson Plan format, it is recommended that not more than twenty new vocabulary words are introduced in a given class period. The philoshophy behind the suggested method of presentation takes into account several considerations.

(1) It is presumed that the student has already had some exposure to the target language and can handle common usages with some degree of confidence. Therefore more time may be devoted to the new, technical aspects.

(2) As the student moves into an area of technical vocabulary, he/she needs to practice the new lexical items in situations related to the career area. A more extensive vocabulary divided into several categories provides for more complete responses in relatively normal situations. This means that instead of learning perfectly a limited number words in a given day, the student will require more class periods to absorb and use freely the larger number of words and expressions.

(3) It is felt that learning is more meaningful if particular lexical items are absorbed within a general context rather than learned in isolated lists. For that reason, questions and discussions require responses that may seem beyond the ability of the student. In view of the requirements of some of the exercises, it is recommended that on the first day, and perhaps even on the second, the student be allowed to have his/her vocabulary list in sight so that he may refer to it as needed to form adequate responses. In this way, he/she will develop confidence in putting to practical use the specific items to be learned and he will add to his knowledge spontaneously by absorbing other words and expressions appropriate to the situation but not given the official vocabulary.

(4) Some students undoubtedly will not know all words included in some of the questions. The teacher should accept requests for meanings or explanations when made in acceptable form in the target language. (English: What does _____ mean?; Spanish: "¿Que significa _____"? or "¿Como se dice _____ en ingles?).

(5) Teachers and instructiors should keep in mind the five components of a bilingual/vocational program:

(a) Instruction should be given in <u>two</u> languages.
(b) Materials must be in two languages (avoid text books).
(c) Instruction is based upon <u>two</u> cultures.
(d) Students must have the opportunity to learn two languages. (Learn original concept in native language and reinforce in English or vice versa.)
(e) The vocational teacher(s) and the English as a Second Language (ESL) teacher(s) must work as a team.

Because of the complexity of the bilingual phenomenon, bilingual programs require certain testing needs, therefore the following factors must also be taken into consideration when evaluating a student in a bilingual class.

(1) Frequently, bilinguals prefer one language over the other in specific domains. These domains may be the home, the neighborhood and school for children, and for older speakers other areas such as religion, music, sports and hobbies.

(2) Bilinguals may not be equally competent in the skills areas of listening, speaking, reading, and writing.

(3) Bilinguals may have limited levels of formality in one or both languages. For example, a worker who has learned the second language by talking to co-workers will have an informal style and may be uncomfortable in a formal situation.

For the Sample Lesson Plan in this unit, three types of measuring devices are suggested: Word-naming, Picture Cues and Picture Description.

(1) Word-naming usually covers several domains, and is administered in two languages. A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from home, school and/or neighborhood.

(2) In using Picture Cues, the student is asked questions about cartoons or pictures, first in one language and then in the other. The questions may be arranged so as to elicit a specific item. An analysis of the result reveals the degree of the student's proficiency in both languages.

(3) With Picture Description the student is shown a picture or series of pictures showing activities in familiar settings and is asked to describe, in his or her words, what is happening in the picture, first in one language and then in the other. A comparison of the two samples will show whether one language is dominant.

At the end of each lesson additional areas within the career field are suggested. It is hoped that the teacher will prepare in-depth presentations of those areas and of others he/she may seem important, using the sample lesson as a springboard to his/her own ingenuity and innovativeness. Good luck! ¡Buena suerte!

SAMPLE LESSON PLAN: DENTAL/ASSISTANTING COURSE

OBJECTIVE: The student will be able to identify and pronounce twenty technical terms in English (or in Spanish, if needed) as a result of oral vocabulary drills and will be able to transfer these terms to real life situations if instruction is based on the concurrent teaching of the vocational vocabulary and vocational skills.

CONTENT:

INSTRUMENTS/INSTRUMENTOS

probe - la sonda
drill - el taladro
forceps - las pinzas
burr - la fresa

TREATMENT OR CORRECTION/
TRATAMIENTO O CORRECCION

x-ray - la radiografía
injection - la inyección
filling - el empaste
bridge - el puente
crown - la corona
pills - las píldoras
local anesthetic - el anestesico local

PROBLEMS/PROBLEMAS

cavity - la carie
abscess - el absceso
inflamation - la inflamación
infection - la infección

VERBS/VERBOS

to clean - limpiar
to extract - extraer
to fill (tooth) - empastar
to hurt (ache) - doler (ue)
to deaden - adormecer (el nervio)
to rinse - enjuagar (se)
to drill - taladrar
to mix - mezclar

RELATED WORDS/
PALABRAS ASOCIADAS

upper (tooth) - de arriba, superior
lower (tooth) - de abajo, inferior
broken - roto (a)
appointment - la cita
tooth - el diente
molar - la muela

PRESENTATION AND ACTIVITIES

I. Vocabulary Drill (DA-TM.1-13)

A. Drill on names: (1) Teacher pronounces, students repeat, seeing names.

B. Drill on names of dental problems: (1) Teacher pronounces, students repeat. (2) Review words. (3) Select words at random, calling on individuals to give word in target language.

C. Drill on names for treatment or means of correcting, following the procedure given in B, above.

D. Drill on verbs applicable to dental situations, following the procedure given in B, above.

II. Question-Answer Drill

NOTE: As these are general questions and students have had little practice, students should be allowed to have vocabulary list before them on the first day and may give any appropriate response.

ENGLISH	SPANISH
1. When the dentist is working, what should the assistant do?	1. Cuando está trabajando el dentista ¿qué debe hacer la asistente?
2. To examine the teeth, what instrument does the assistant give the dentist?	2. Para hacer un examen de los dientes ¿qué instrumento le da la asistente al dentista?
3. If there is a decayed tooth, what steps can the dentist take?	3. Si hay una muela con caries ¿qué pasos puede tomar el dentista?
4. If the decay is very bad, what will be the decision of the dentist most likely?	4. Si las caries son muy grandes ¿que será la decision mas probable del dentista?
5. When does the dentist put a crown on a tooth?	5. ¿Cuándo le pone el dentista una corona a una muela?
6. Often the assistant writes down on the patinet's chart what the dentist has to do. How does the dentist identify the teeth?	6. Muchas veces la asistente escribe en el diagrama del paciente lo que el dentista tiene que hacer. ¿ Cómo identifica el dentista los dientes?
7. Why does the assistant go outside or step behind a wall while she is making an x-ray?	7. ¿Por qué sale la asistente del cuarto o se coloca detras de una pared mientras saca una radiografía?
8. Why does the dentist numb the nerve of a tooth before beginning his work on the tooth?	8. Por que adormece el dentista el nervio de un diente antes de comenzar a trabajar en el diente?

9. How does the dentist numb the nerve?
9. ¿Cómo adormece el nervio el dentista?

10. What are the steps a dentist takes in filling a tooth?
10. ¿Qué pasos toma un dentista al empastar una muela?

11. When does the dentist have to take an impression?
11. ¿Cuándo tiene el dentista que tomar una impresion de los dientes?

12. What is a bridge? When is it used?
12. ¿Qué es un puente? ¿Cuándo se usa?

III. Discussion based on Transparency. Students describe the scene shown on the transparency.

IV. Dialog (TM.14,15)

ENGLISH	SPANISH
D - Good afternoon, Mr. Luna. What is your problem?	D - Buenas tardes, Sr. Luna. Dígame su problema.
P - I have several problems. I have a toothache. Also I have lost a filling, or it may be a new cavity. And I want you to clean my teeth.	P - Tengo varios problemas. Me duele una muela. Creo que ya perdí un empaste, o puede ser que tenga una carie nueva. Y quiero que me limpie los dientes.
D - Let me examine your teeth and check your chart. Elaine, give me the probe: Ah yes, you have lost the filling from Number 16, down below, and I see a cavity in No. 12, upper. I will have to drill to clean out the decay in both teeth.	D - Voy a examinarle los dientes y revisarle el diagrama. Elena, dame la sonda. Ah, sí, usted ha perdido el empaste del número 16, de abajo, y veo una carie nueva en el número 12, de arriba. Tendré que taladrar para limpiar toda la infección de las dos muelas.
P - Oh, the drill! Will it hurt?	P - Ah, el taladro. ¿Me va a doler?
D - No, we will numb the nerve with a local anesthetic. But I don't have time to do everything today. I will clean your teeth, and you should make an appointment for next week. Elaine, give me the burr please.	D - No. Vamos a adormecer el nervio con un anestético local. Pero no tengo el tiempo para hacerlo todo hoy. Voy a limpiarle los dientes, y usted debe hacer una cita para la semana que entra. Elena, dame la fresa, por favor.

V. Questions Based on Dialog

ENGLISH	SPANISH
1. What is the patient's name?	1. ¿Cómo se llama el paciente?
2. What is one of his problems?	2. ¿Cuál es uno de sus problemas?
3. What is another of his problems?	3. ¿Cuál es otro de sus problemas?
4. What else does Mr. Luna want the dentist to do?	4. ¿Que más quiere el Sr. Luna que le haga el dentista?
5. How does the dentist diagnose the problem?	5. ¿Cómo sabe el dentista cuál es el problema?
6. Where is the tooth that has the new cavity?	6. ¿Dónde está la muela que tiene la carie nueva?
7. Where isthe tooth that has lost the filling?	7. ¿Dónde está la muela que ha perdido el empaste?
8. What worry does the patient have?	8. ¿Qué preocupación tiene el paciente?
9. How does the dentist assure him that it will not hurt?	9. ¿Cómo le asegura el dentista que no le va a doler?
10. How much of the work will the dentist do today?	10. ¿Cuánto (¿Qué tanto) del trabajo va a hacer el dentista hoy?
11. For when will the patient make an appointment?	11. ¿Para cuándo hará el paciente otra cita?
12. What does the assistant do to help the dentist in this case?	12. ¿Que hace la asistente para ayudarle al dentista en este caso?

VI. Enrichment Activity

For a brief overview of a dental assistant's duties, make a list of the different types of things expected of the assistant by the dentist: seating patient, handing instruments, using the evacuator as the dentist drills, giving the patient water to rinse his mouth, mixing the material for fillings, making X-rays, etc.

Suggestions:

Other areas that should be covered in depth?

A. The assistant's relations with the patient, conducting him to the office, seating him, placing the protective towel assuring him that the dentist will be in shortly, accepting payment, making an appointment, saying goodbye.

B. Instructions the dentist might give the assistant:

EXAMPLES:

ENGLISH	SPANISH
1. Give me a smaller burr.	1. Dame una fresa mas pequena.
2. Bring me the denture from the lab.	2. Tráeme la dentadura que esta en el laboratorio.
3. Give him some water to rinse his mouth.	3. Dale agua para que se enjuague la boca.

C. Instructions and explanations the assistant may need to give the patient:

EXAMPLES:

ENGLISH	SPANISH
1. Sit here, please.	1. Siéntese aqui, por favor.
2. Would you like something to read?	2. ¿Quiere usted algo para leer?
3. You should take these pills twice a day.	3. Usted debe tomar estas píldoras dos veces por dia.
4. You must come back next week. Let's make an appointment.	4. Usted debe regresar la semana que entra. Vamos a hacer una cita.
5. The bridge is broken; we'll have to send it to the lab.	5. El puente está roto; tenemos que mandarlo al laboratorio.

Instructional Materials

A. Transparencies

D.A. - TM. 1 Instruments
D.A. - TM. 2 Instrumentos
D.A. - TM. 3 Treatments

D.A. - TM. 4 Tratamientos
D.A. - TM. 5 Related vocabulary words
D.A. - TM. 6 Vocabulario asociado
D.A. - TM. 7 Related vocabulary words
D.A. - TM. 8 Problems
D.A. - TM. 9 Problemas
D.A. - TM. 10 Verbs
D.A. - TM. 11 Verbos
D.A. - TM. 12 Verbs
D.A. - TM. 13 Verbos
D.A. - TM. 14 Dialog
D.A. - TM. 15 Dialogo
D.A. - TM. 16 For Testing: Word-naming
D.A. - TM. 17 For Testing: Word-naming
D.A. - TM. 18 For Testing: Picture Cue and description
D.A. - TM. 19 For Enrichment Activities
D.A. - TM. 20 For Enrichment Activities
D.A. - TM. 21 Cardiopulmonary emergency procedures
D.A. - TM. 22 En casor de emergencia cardiopulmunar
D.A. - TM. 23 What to do in case of fire
D.A. - TM. 24 Que hacer en caso de encendio
D.A. - TM. 25 Safety hazards/Peligros

B. Handouts

D.A. - HO. 1 Vocabulary/Vocabulario
D.A. - HO. 2 Instruments/Instrumentos
D.A. - HO. 3 Treatments/Tratamientos
D.A. - HO. 4 Related words/Plabras relacionadas
D.A. - HO. 5 Related vocabulary/Vocabulario relacionado
D.A. - HO. 6 Problems/problemas
D.A. - HO. 7 Verbs/verbos
D.A. - HO. 8 Verbs/verbos
D.A. - HO. 9 Dialog
D.A. - HO. 10 Diálogo
D.A. - HO. 11 Cardiopulmonary emergency procedures
D.A. - HO. 12 En casos de emergencia cardiopulmunar

D.A. - HO. 13 In case of fire

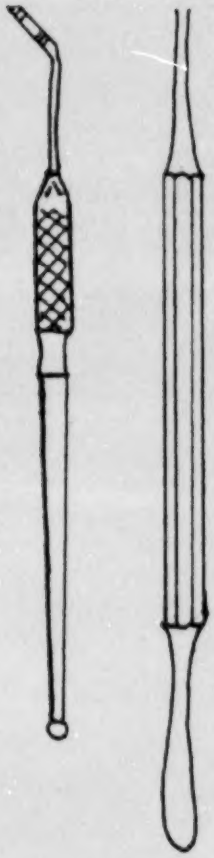
D.A. - HO. 14 Que hacer en caso de encendio

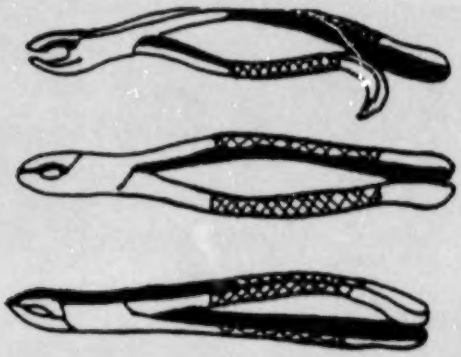
D.A. - HO. 15 Safety hazards/peligros

VOCABULARY/VOCABULARIO

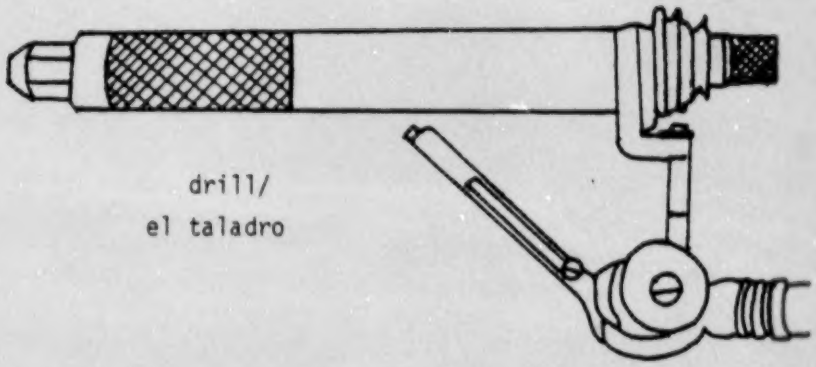
INSTRUMENTS	INSTRUMENTOS
probe	la sonda
drill	el taladro
forceps	las pinzas
burr	la fresa
PROBLEMS	**PROBLEMAS**
cavity	la carie
abscess	el absceso
inflamation	la inflamación
infection	la infección
TREATMENT OR CORRECTION	**TRATAMIENTO O CORRECCION**
x-ray	la radiografía
injection	la inyección
filling	el empaste
bridge	el puente
crown	la corona
pills	las píldoras
local anesthetic	el anestético local
VERBS	**VERBOS**
to clean	limpiar
to extract	extraer
to fill (tooth)	empastar
to hurt (ache	doler (ue)
to deaden	adormecer (el nervio)
to rinse	enjuagar
to drill	taladrar
to mix	mezclar
RELATED WORDS	**PALABRAS ASOCIADAS**
upper (tooth)	de arriba, superior
lower (tooth)	de abajo, inferior
broken	roto (a)
appointment	la cita
tooth	el diente
molar	la muela

INSTRUMENTS/INSTRUMENTOS





forceps/las pinzas



drill/
el taladro

probes/
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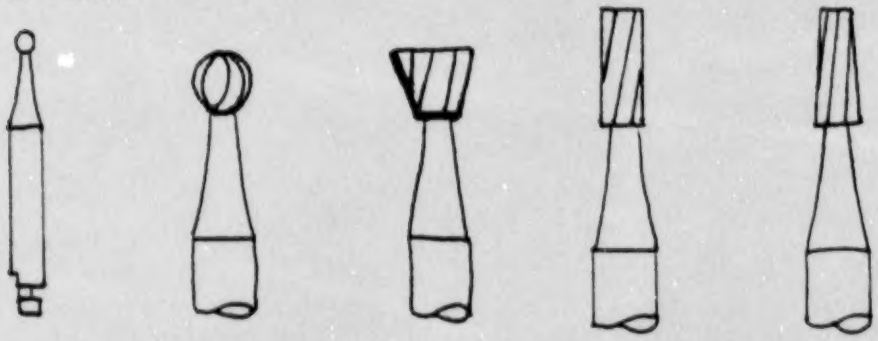
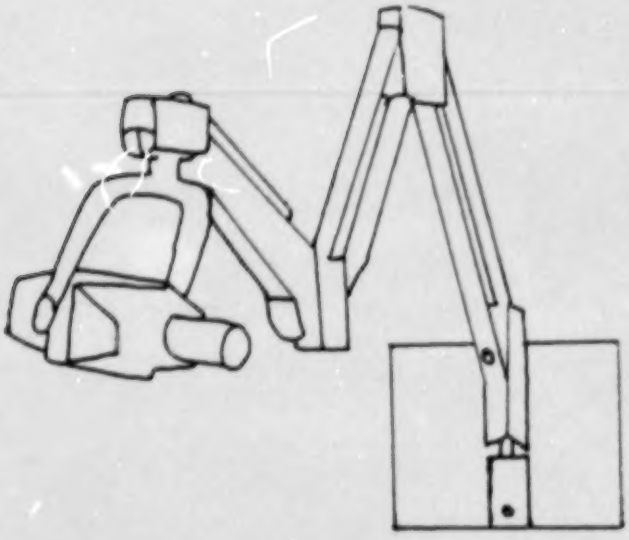
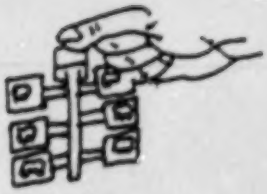


burrs/las fresas

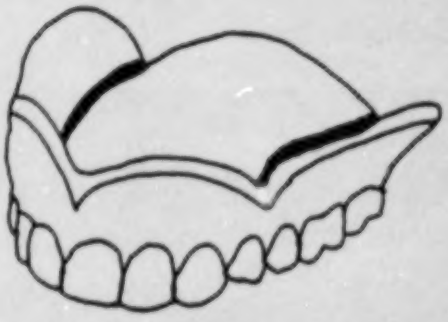
TREATMENTS/TRATAMIENTOS





x-ray/
la radiografía

injection
local anesthetic/
la inyección



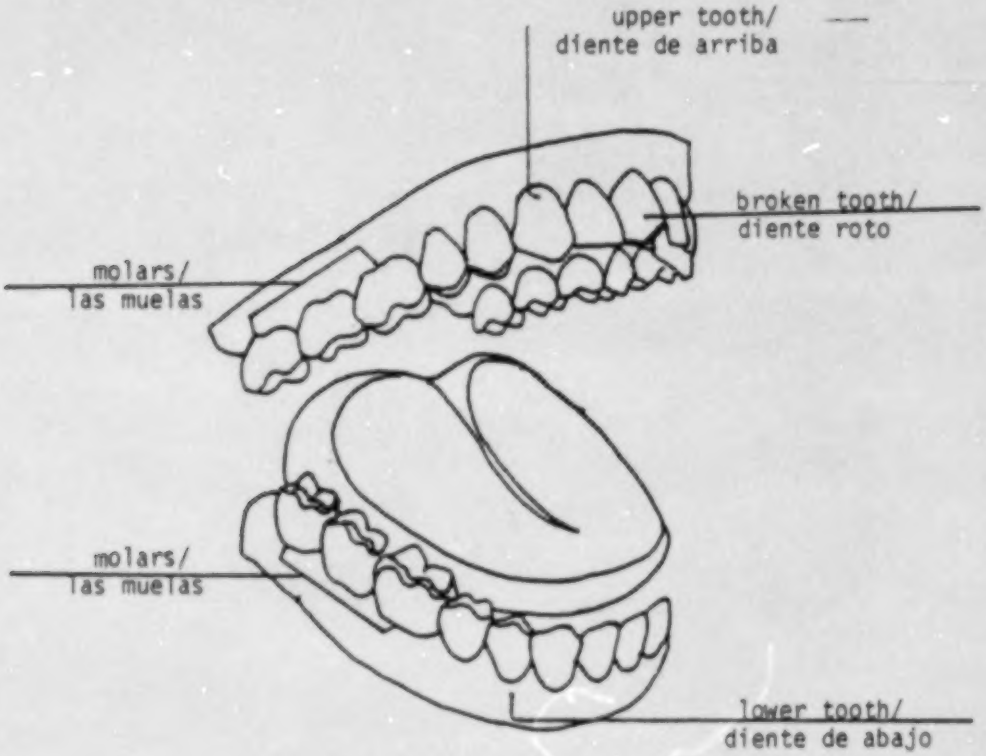
bridge/
el puente

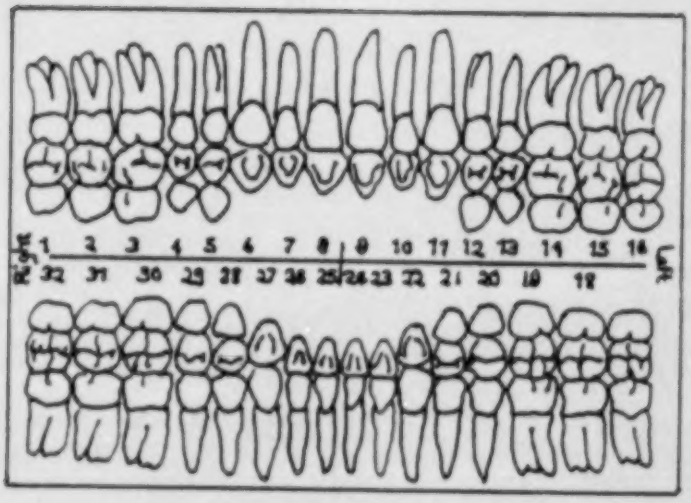
filling/
el empaste

crown/
la corona

pills/las píldoras

RELATED VOCABULARY WORDS/VOCABULARIO ASOCIADO





dental chart/
la tabla dental

RELATED VOCABULARY/

VOCABULARIO ASOCIADO

appointment/ la cita

Mr. Harvey Black

HAS AN APPOINTMENT ON

MONDAY January 10, AT 9 A.M. O'CLOCK

TUESDAY _____ AT _____ O'CLOCK

WEDNESDAY _____ AT _____ O'CLOCK

THURSDAY _____ AT _____ O'CLOCK

FRIDAY _____ AT _____ O'CLOCK

SATURDAY _____ AT _____ O'CLOCK

IF UNABLE TO KEEP THIS APPOINTMENT, KINDLY GIVE 24 HOURS NOTICE

LEONARD S TAYLOR D.D.S

201 KENTON ROAD

CHAMPAIGN ILLINOIS 61820

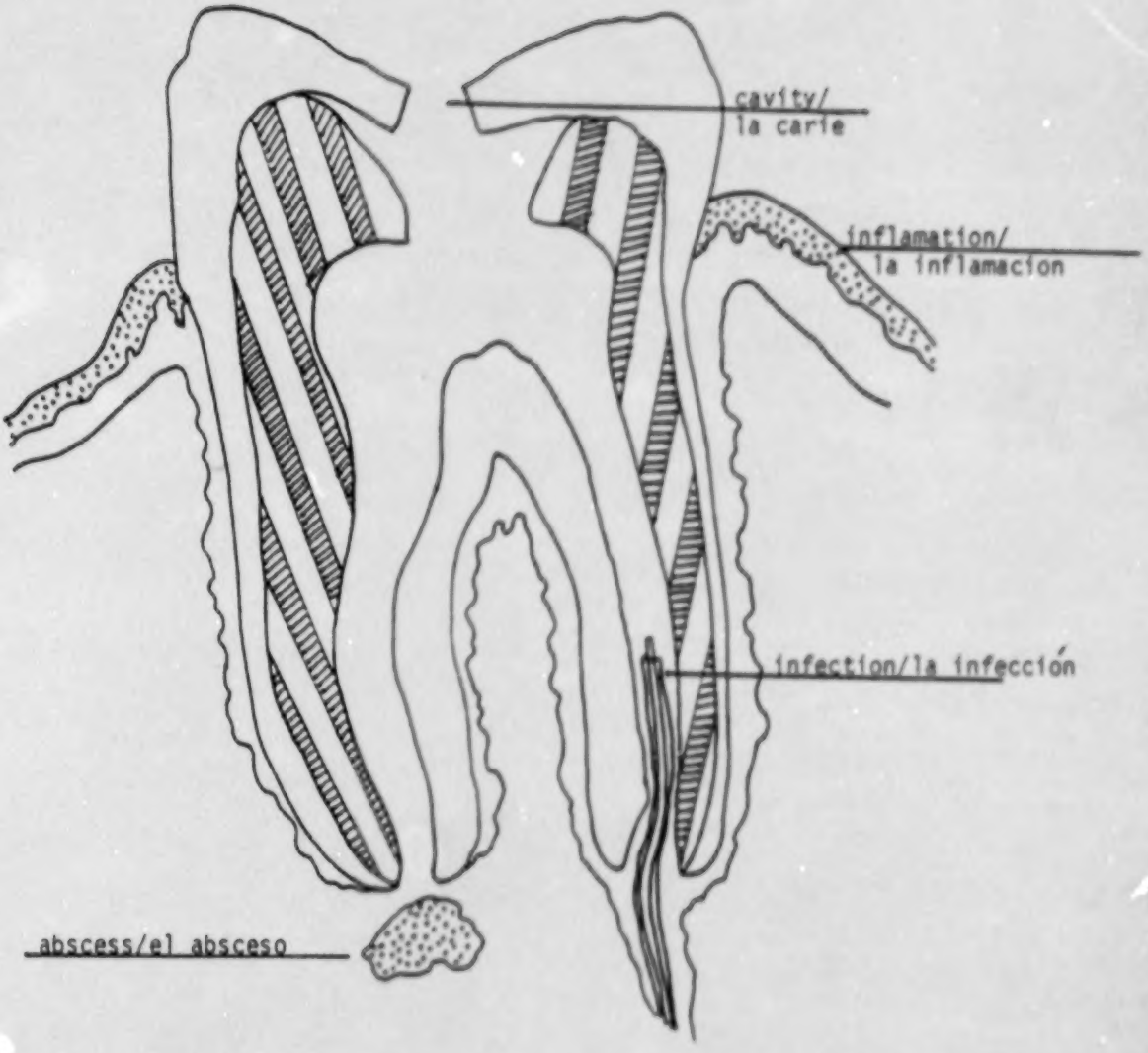
TELEPHONE 351-7838

DAILY SCHEDULE

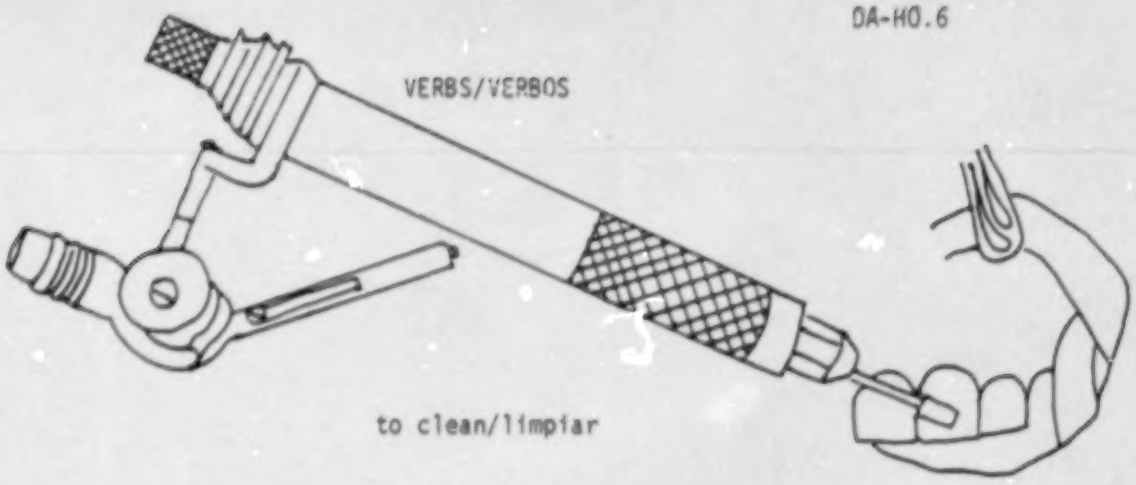
Mon Tue Wed Thu Fri Sat Sun DATE July 18 19 77

	1	2	3
8			
9	Dr. Jones	Dr. Jones	Ms. R.D.H.
10	✓ Henry Jones emerg.	Warren Long ADJ	✓ Harvey Black R.C. P.P.
11	✓ Mary Brown D.S.	✓ Mr. Barnes C & B	✓ Betty Hall C.T.
12	Jack Wilson echo	John Morgan P.D.T.	Nelson Brooks M.P.
1	✓ Gary Turner C & B		Bernard Douglas R.C.
2	✓ James Adams ADJ	✓ Jane Daniels immediate denture	PLAQUE CONTROL GROUP ✓ Beck ✓ Andrews ✓ Howe ✓ Simpson
3	John Wilson emerg		Joan Smith R.C.
4		✓ Michael Stevens C & B	✓ Peggy Holmes M.P.
5			✓ James Martin R.C.
6			PLAQUE CONTROL GROUP ✓ Ford ✓ White ✓ Johnson ✓ Ross
7			
8			
9			

PROBLEMS/PROBLEMAS



VERBS/VERBOS

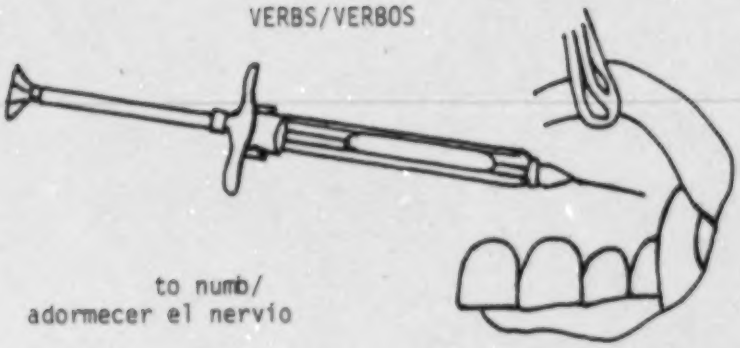


to clean/limpiar

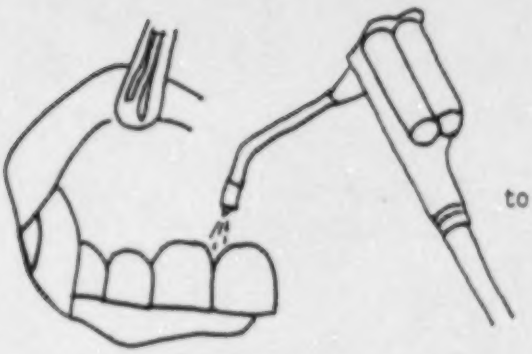
to extract/extraer

to fill/empastar

VERBS/VERBOS

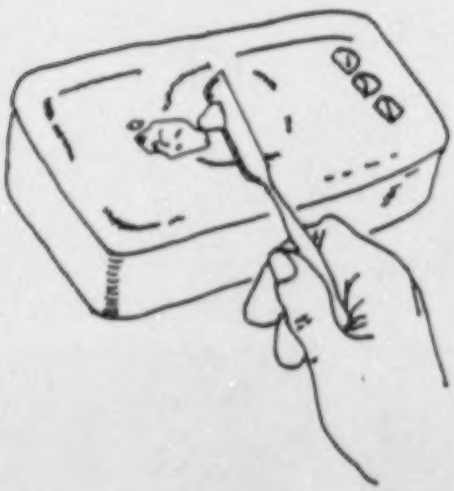


to numb/
adormecer el nervio



to rinse/enjuagar

drill/taladrar



to mix/mezclar

Good afternoon, Mr. Luna. What is your problem?
I have a toothac! I have lost a filling.
Let me examine your teeth and check your chart. Ah, you have lost the filling from Number 16 and I see a cavity in No. 12.
Oh, the drill! Will it hurt?
No, I will numb the nerve with a local anes- thetic and I will clean your teeth today. Elaine, give me the burr.

Buenas tardes, Sr. Luna. ¿Cuál es su problema?
Me duele una muela y creo qu perdí un empast
Voy a examinar los dientes y revisar el diagrama Ah, usted ha perdido el empaste del Número 16 y veo una carie en el Número 12.
Ah, el taladro. ¿Me va a doler?
No. Voy a adormecer el nervio con un anestético local y voy a limpiarle los dientes hoy. Elena, dame la fresa

CARDIOPULMONARY EMERGENCY PROCEDURES

AIRWAYS

BREATHE

CIRCULATE

DRUGS

EN CASOR DE EMERGENCIA CARDIOPULMUNAR

REVISAR LA RESPIRACIÓN Y EL PULSO

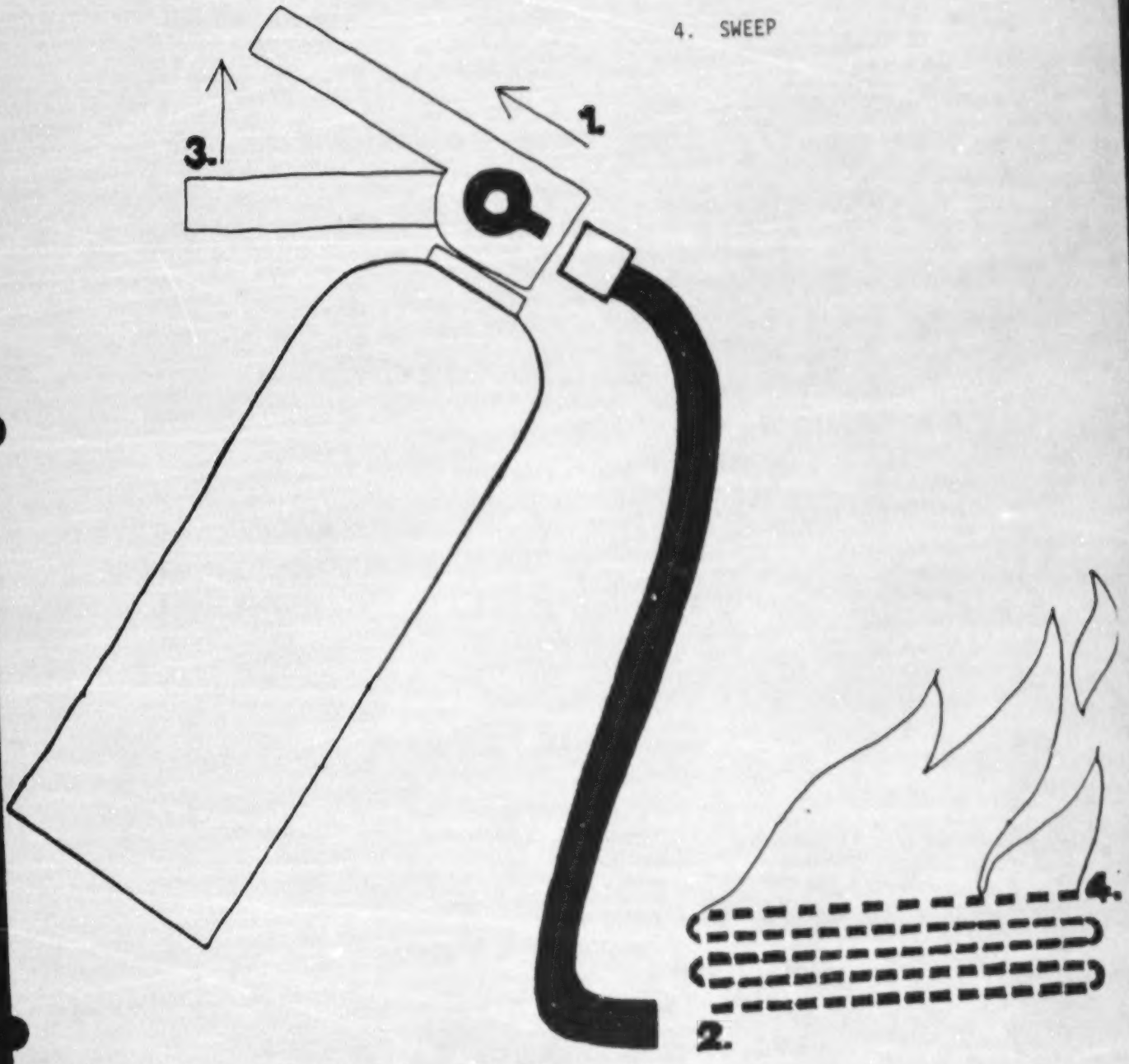
INFLE LOS PULMONES RÁPIDAMENTE 3 A 5 VECES

COMPRESE EL ESTERNÓN PLANO

MEDICAMENTO

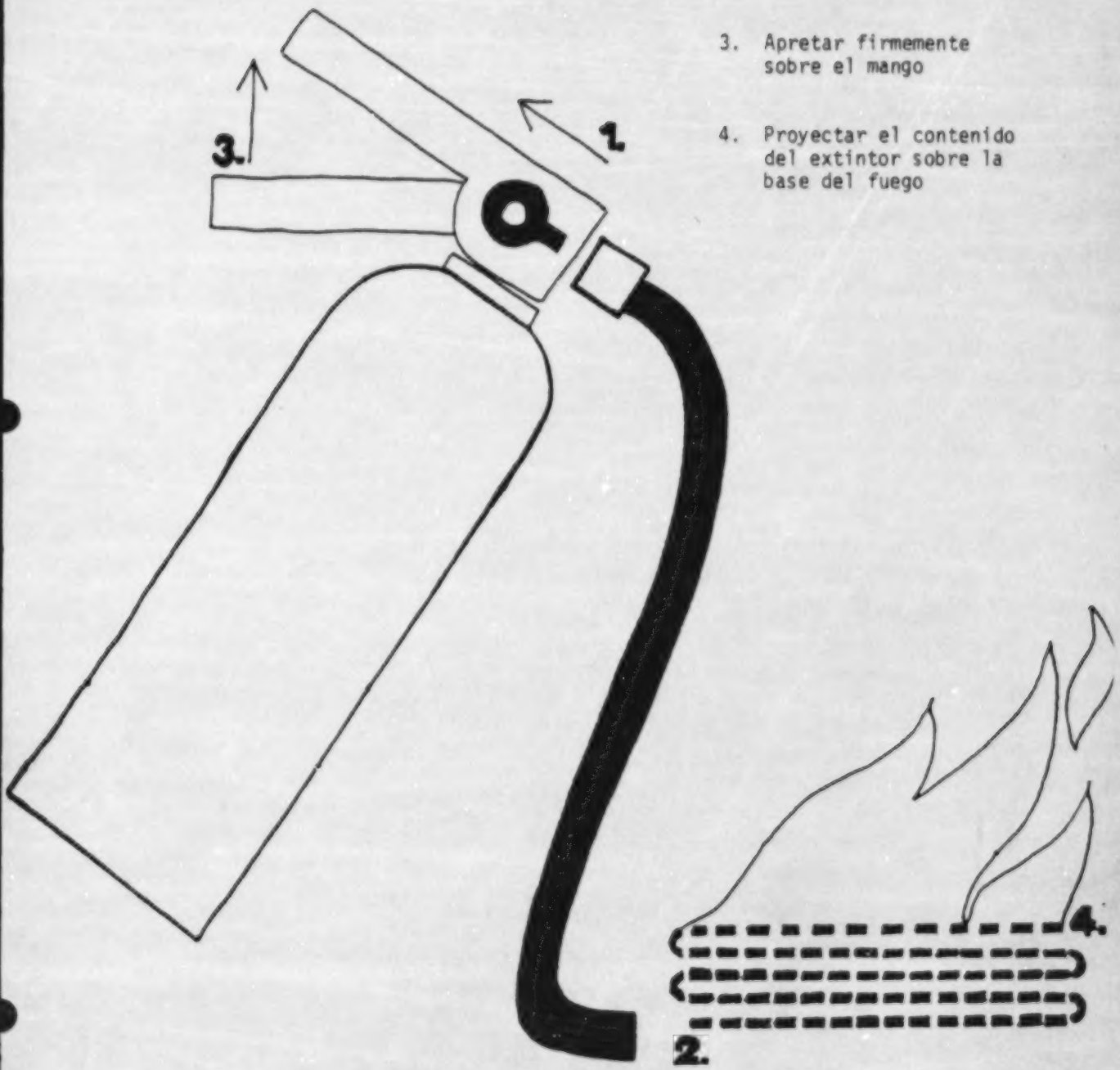
WHAT TO DO IN CASE OF FIRE

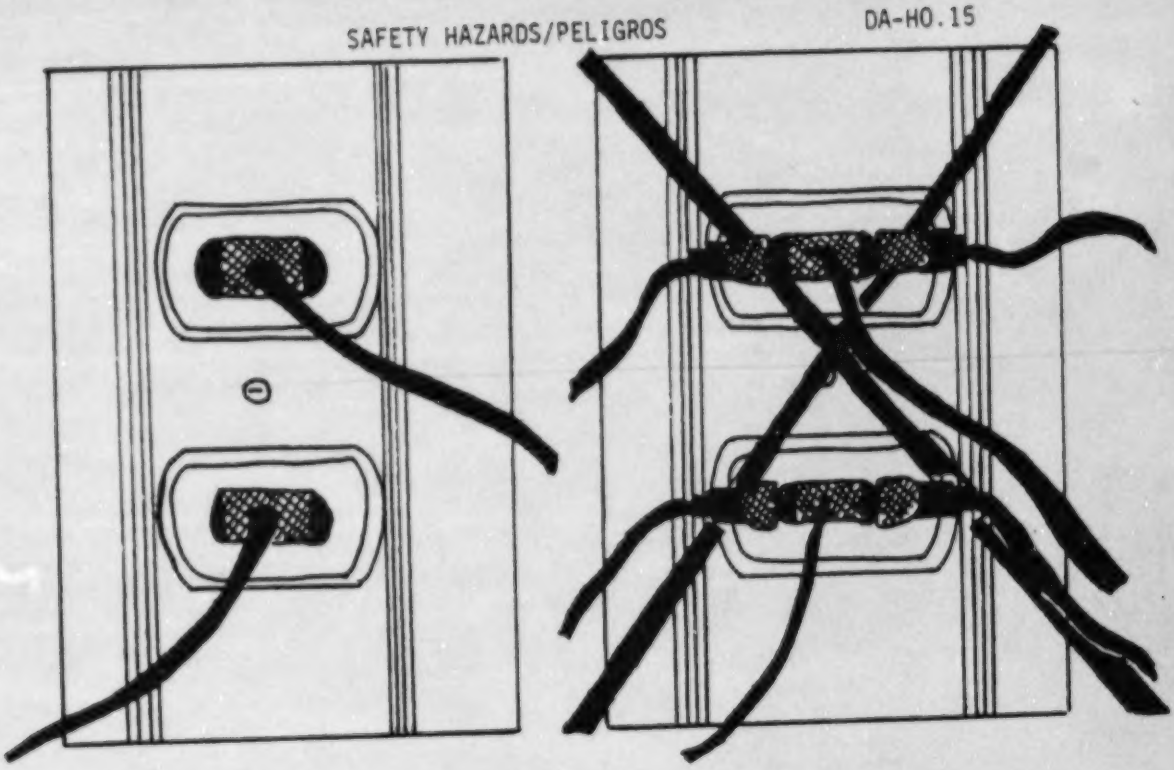
1. PULL
2. AIM
3. SQUEEZE
4. SWEEP

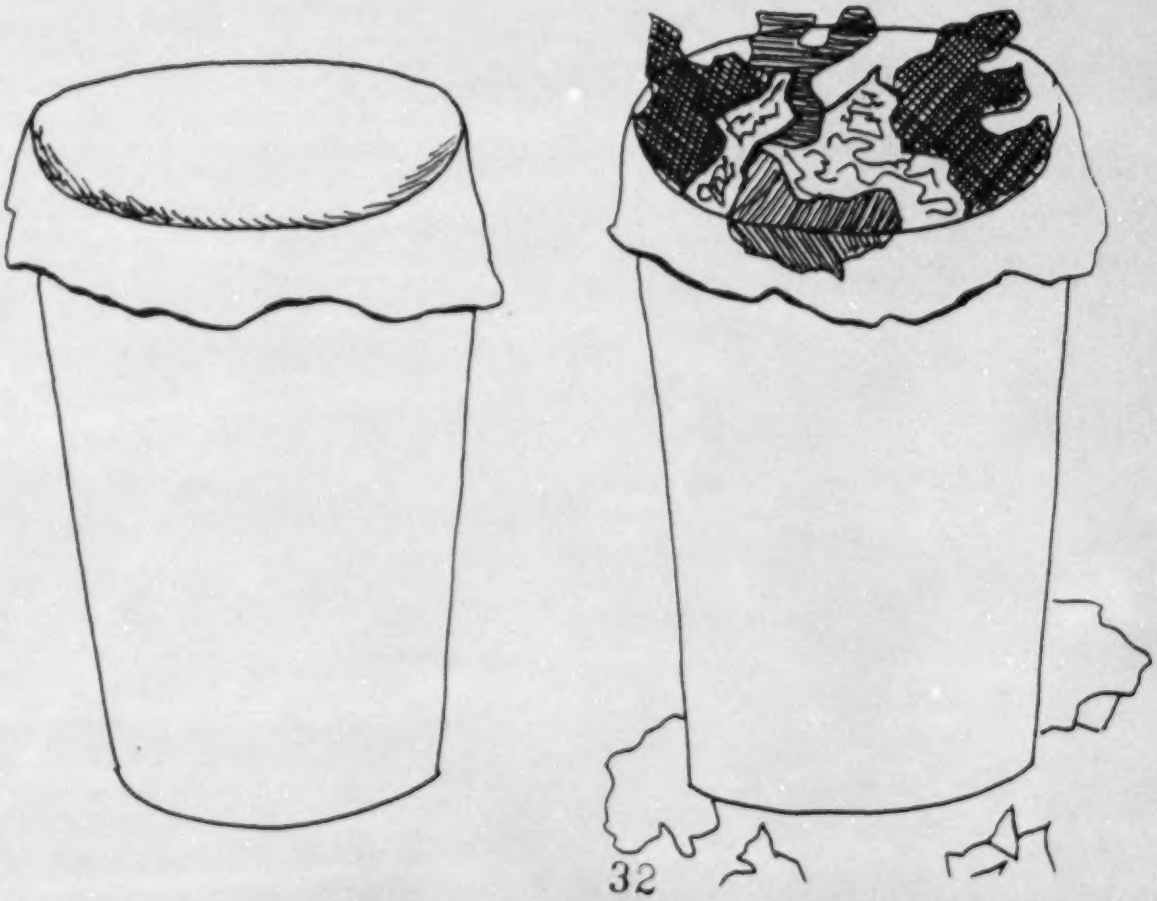


QUE HACER EN CASO DE INCENDIO

1. Tirar sobre la palanca
2. Dirigir el extintor hacia el incendio
3. Apretar firmemente sobre el mango
4. Proyectar el contenido del extintor sobre la base del fuego







C. Suggestions for Unit Test (Ten minute quizzes) (TM.14,15)

A. Word-naming

A comparison the results allows the teacher to determine overall language dominance and to note whether this dominance varies from domain to domain.

ENGLISH	SPANISH
Suppose that you work in this office.	Supongamos que tú trabajas en esta oficina (despacho).
1. Tell me all of the instruments you can see. (pause) bur, probe, drill, forceps.	1. Dime todos los instrumentos que ves. (pausa) la fresa, la sonda, el taladro, las pinzas.
2. Now tell me, what do you see? (pause) X-ray, bridge, pills, lower teeth.	2. Ahora dime, que ves? (pausa) la radiografía (el x-ray) el puente, las píldoras, los dientes de abajo.
Look at this transparency. (TM.17)	Mira esta transparencia.
1. Tell me, what do you see. (pause) upper teeth, molar.	1. Dime, que ves? (pausa) los dientes de arriba, la muela.
2. Now look at the people and tell me all the things they are doing. (pause) drilling, rinsing, mixing.	2. Ahora mira a las personas y dime, que están haciendo. (pausa) taladrando, enjuagándose la boca, mezclando el empacto.

B. Picture Cues (TM.18)

An analysis of the result reveals the degree of the student's proficiency in both languages.

ENGLISH	SPANISH
1. What is this?	1. Que es esto?
a broken tooth	un diente roto (quebrado)
a cavity	la carie
a filling	el empaste

C. Picture Descriptions (TM.18)

A comparison of the two samples will show whether one language is dominant.

ENGLISH	SPANISH
1. What is the patient doing? (pause) She is rinsing his mouth.	1. Que esta haciendo el paciente? Se esta enjuagando la boca.
2. What isthe dental assistant doing? (pause) He is cleaning the instruments.	2. Que esta haciendo el asistente? (pausa) Esta limpiando las pinzas.
3. What is the dentist doing? (pause) She is preparing the injection.	3. Que esta haciendo el dientista? (pausa) Esta preparando la inyeccion.

ENGLISH	STANDARD	NON-STANDARD
alveolus	alvéolo	
abscess	el absceso, la apostema, la postema	la postemilla (abscess of a tooth or gum)
amalgam	la amalgama	
anestesia	la anestesia	el cloroforme (var. of std. cloroformo), el gas
appointment	la cita	
bacteria pl.	la bacteria, los microbios: los germenes	
bicuspids (first and second) upper and lower permanent	los premolares superiores (=de arriba) e inferiores (=de abajo) las muelas superiores permanentes	
bit	la barrena (del taladro) la broca	el berriquín, el dril
bite	tr.v. morder	tr.v. muerder
bleeding	flujo de sangre	
blood	la sangre	la colorada (sl.)
blow (into one's ear)	el golpe (en el oído), soplar	
blue	azul	
bone	el hueso	
brace	la grapa dental	el breis para los dientes
bracket table	el plato de los instrumentos	
bridge	el puente dental	
bruise	tr.v. magullar, dar un moreton; n. la magulladura, la contusión, el moretón	tr.v. mallugar
burr	la fresca, el taladro de dentista	el dril de dentista (dientista)

ENGLISH	STANDARD	NON-STANDARD
calender	el calendario	el almanaque
cancel	tr.v. cancelar	
cancer	el cáncer	
canines (upper and lower) primary and permanent	los caninos superiores (de arriba) e inferiores (de abajo) de nino y permanentes	
cause v. occasion	v. causar, ocasionar, producir	
caustic	cáustico	quemador que tiene ácido
cememtum	cemento de los dientes	el cimento
cotton	el algodón	
crown	la corona	el casquillo
decay (tooth), caries	las caries	(los dientes) podridos
dental chair	la sillón	
dental floss	el hilo dental, la seda encerada	el hilo pa limpiar entre los dientes
dentine	la dentina, el marfil (de los dientes)	
dentist	el (la) denticion	el (la) dientista
dentition, cutting of teeth, teething	la denticion	el mudar de dientes
denture (see false teeth)	la dentadura	
disinfectant	el desinfectante	
diamond disc	el disco de diamante	
diamond wheel	la rueda de diamante	
diaphram	el diafragma	
doctor	el doctor, la doctora	el dotor, la dotora
enamel	el esmalte	el inémol
extract, pullout	tr.v. extraer, sacar	
extraction	la extracción	
faint; to fall into a faint	tr.v. perder el sentido; n. el desmayo	

ENGLISH	STANDARD	NON-STANDARD
false teeth	la dentadura postiza	las placas
fill	tr.v. empastar	tr.v. llenar, rellenar
filling	n. empaste	el relleno
fixed	fijo (ja)	
foot control	el contacto de pie (para el motor de taladro)	
foot lever, pedal for raising and lowering the dental chair		
forceps	el gatillo	la pinzas, las tenazas de dentista (dientista)
gas mask	la careta antigás, las máscara antigás	máscara de gas
germ	el gérmen; el microbio; la bacteria	
gingvia, gums	la encia	
harmful	daniño (ña); nocivo (va) perjudidical	malo (la)
hemorrhage	la hermorragia; el desangramineto	
hit	tr.v. pegar, golpear	
hot air syringe	la geringa de aire caliente	
hurt pp. - adj.	lastimado (da) herido (da)	
hyperplasia	hiperplacia	la hinchazón
hypodermic, syringe	la jeringuilla hipodérmica	la abuja para la (de) indección
impression	la impresión	
impression tray	aparato para tomar la impresión de la dentadura	
indirect	indirecto (ta)	
incisors (central and lateral) and lower primary and upper permanent	los incisivos superiores (=de arriba e inferiores (=de abajo) de niño y permanentes	

ENGLISH	STANDARD	NON-STANDARD
infection	la infección	
inflamation	la inflamación, la hinchazón	
inject	tr.v. inyectar	dar una indección
injection	la inyección	indección
instrument cabinet	el armario de los instrumentos	
instruments	los instrumentos, la herramienta	
jaw	mandíbula, quijada	
light	la luz	
little: child; few	pequeño (ña), poco (a)	chiquito (ta), chavalo (la)
mark	marca, seña	
means	los medios, los recursos, los modos, las formas	
medication	la medicación	
metastasis	la metástasis	
microbe	el bicrobio	
mirror	el espejo	
molar tooth	la muela	
molars (first and second) upper and lower, primary	los molares superior-el (=de arriba) e inferiores (=de abajo) de niño, las muelas superiores e inferiores	
mortar	mortero	
mouth mirror	el espejo para ver la dentadura el la cavidad bucal	
mucus	la mucosidad, el mucus	
neck	cuello	el pescuezo
nerve	el nervio	el niervo
okay adv.	correcto, muy bien, conforme	okei

ENGLISH	STANDARD	NON-STANDARD
oral hygiene	la higiene oral	
pain	n. el dolor; tr.v. dolor	
patient	el paciente	
periodontal membrane	la membrana (tejido) periodontal	
pestle	man de almirez	
poisonous	venenoso (sa), ponsoñoso (sa)	
porcelain	la porcelana	
probe	n. la sonda, el calador; tr.v. sondar, sondear	
pulp	la pulpa dentaria, el pulpejo	
put	tr.v. poner, colocar, situar	
quotation	la citación, la cita, la referencia	
recline	tr.v. reclinar r.v. reclinarse	tr.v. recargar r.v. recargarse
reflector lamp	la lámpara reflectora	la luz
remove	tr.v. quitar; apartar	
root	la raíz	la raiz
saliva	la saliva	
saliva ejector	el aspirador de saliva	
spatula	la espátula	
spittoon	la escupidera	
spit, expectorate	tr.v. escupir, expectorar	
spread	tr.v. exparcir, desparramar	
spread on	tr.v. untar, esparcir	
syringe	la jeringa	
tartar on teeth	el sarro	
teeth; set of teeth	los dientes; la dentadura	

ENGLISH	STANDARD	NON-STANDARD
temporary	temporal; provisional	
tissue	el tejido	
tongue	la lengua	
toothache	el dolor de muelas, el dolor de (dientes)	
toothbrush	el cepillo de los dientes	
toothpaste	la pasta para los dientes	
tooth-root elevator	la pasta dentífrica	
towel	la toalla	la tuall
tray; impression tray	la bandeja	la charola
treatment	el trato, el tratamiento	
ulcer	la úlcera	la úrsula
water syringe	la jeringa de agua	
wisdon tooth	la muela del juicio	
x ray	la radiografía	los rayos equis, los rayos
x-ray apparatus	al aparato de radiografía	

Dental Assistant

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, Dental Assistant
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	One of the dental assistant's duties may be as receptionist. In this capacity she answers the telephone, makes appointments, accepts payment and keeps careful records.
7	The assistant usually conducts the patient to the office, seats him or her in the chair, puts the bib holder or napkin in place and assures the patient that the dentist will be in shortly. The assistant can relieve a patient's fears by speaking quietly and pleasantly, by adjusting the music or offering a magazine. Diplomatic handling of patients is one of a dental assistant's greatest assets.
8	The dentist keeps careful records of the work that he does. It is normally the assistant's duty to complete these records and to file them accurately according to the method the particular dentist uses.
9	When the dentist works, the assistant hands him the instruments he requests, and assists him as needed.
10	When the dentist fills a tooth, it is usually the duty of the assistant to mix the amalgam that will be used for the filling.

11 The dentist usually indicates how much amalgam will be needed.

12 The dental assistant may be called upon to assist the dentist in emergency situations, for example when a patient suffers a reaction to an anesthetic. The assistant should know what symptoms to look for and what treatment is indicated so that he or she can anticipate the dentist's needs.

13 The dental assistant may assist the dentist in the laboratory with such tasks as cleaning and polishing dentures, removable bridges and partial plates.

14 The sterilization of instruments is very important in dental work. Usually this is the assistant's responsibility. There are two methods of sterilization: the dry heat method and a method using superheated steam.

15 The dentist used X-rays to determine what problems the patient has and the extent of the problem. Because exposure to X-rays (radiation) can be dangerous,

16 the assistant steps outside the door or behind a barrier while making the X-ray.

17 The basic dental unit contains an evacuator, a three-way syringe, a dental light and two hand pieces -- one for high speed and one for low speed operation.

18 A basic dental set-up for non-operative procedures includes a mouth mirror, an explorer and cotton pliers.

19 For new patients, the assistant should have ready the basic set-up for non-operative procedures, the material for prophylaxis and examination, films for X-rays, and materials for making impressions.

20 A number of different attachments are used with the hand piece. These include a variety of burs, stones, wheels, cups and diamond instruments.

21 The evacuator is used to keep the work area free from debris and water. The dental assistant operates the evacuator.

22 Dental burs are of two types: regular steel burs that are used at operating speeds up to 10,000 r.p.m.'s and carbide burs that are used at speeds up to 600,00 r.p.m.'s.

23 The explorers are used most commonly to examine teeth. There are two types: single ended and double ended. When the points become bent or dull, the explorer must be replaced.

24 Two types of mirrors are used in dental work: The ordinary mirror and a magnifying mirror.

25 Cotton pliers are long tweezers with bent, pointed ends. They are used to take materials to and from the mouth.

26 Amalgam carriers are used to carry the amalgam to the work site. The dental assistant releases the amalgam there, and the dentist uses the amalgam plugger, or condenser, to pack the material into the tooth.

27 Cutting instruments are used in some dental operations. Chisels in various shapes are used to cut hard tissue, and trimming knives are used to trim soft tissue.

28 The scalers are used to remove deposits of calculus from around the teeth. The spoon excavator, is used to scoop out decay. The matrix band is a metal band used to hold the amalgam in a restoration until it has been carved and is ready to set.

La asistente del dentista

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, La asistente del dentista
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	Uno de los deberes de la asistente del dentista es servir como recepcionista. En esta capacidad, ella contesta el telefono, arregla citas con los pacientes, cobra dinero y mantiene los archivos del dentista.
7	La asistente puede calmar las inquietudes del paciente hablándole tranquila y amablemente, poniendo música suave, ofreciéndole una revista para leer. La cortesía hacia los pacientes es una de las contrubiciones mas importantes de la asistente.
8	El dentista mantiene para cada paciente un record completo del trabajo que el hace. Generalmente es la responsabilidad de la asistente compilar y poner en orden estos datos.
9	Cuando el dentista está trabajando, la asistente le da los utensilios que el le pide, y le presta ayuda como y cuando sea necesario.
10	Cuando el dentista empasta un diente cariado, normalmente la asistente tiene la responsabilidad de mezclar la amalgama.
11	Generalmente el dentista le indica la cantidad de amalgama que necesita.

12 A veces es necesario que la asistente le ayude al dentista en caso de una emergencia, por ejemplo si hay una reacción adversa a un anestésico. La asistente debe estar alerta para notar los síntomas y para anticipar la ayuda que va a requerer el dentista.

13 Además, es posible que la asistante tenga que ayudar al dentista con ciertas tareas rutinarias en el laboratorio, tareas tales como limpiar y pulir las dentaduras postizas y los puentes reemplazables.

14 Generalmente la asistente se encarga de la esterilización de los utensilios. Hay dos métodos principales de esterilización: el método que usa el calor seco y el que utiliza un vapor sobre-calentado.

15 Se usan los rayos X para determinar la naturaleza y la gravedad de los problemas dentales. Las radiaciones pueden ser peligrosas, y

16 la asistente usualmente sale del cuarto o se coloca detrás de un biombo para protegerse.

17 El equipo básico que rodea el sillón de operaciones se compone de un evacuador, una jeringa especial de múltiples usos, una lámpara y taladros de alta y baja velocidad.

18 Los utensilios básicos para hacer un examen explorativo de la boca del paciente incluyen un espejito a mano, un instrumento exploratorio, y las pinzas que llevan bolitas de algodón.

19 Para un paciente nuevo, la asistente debe tener preparado el equipo básico para un examen. Además, tendrá a mano películas para radiografías, materiales para hacer impresiones y los materiales para profilaxis, el tratamiento preventivo.

20 Se emplean una gran variedad de piezas accesorias con el taladro del dentista; entre ellas figuran las fresas, las piedras de moler, los discos, unas tacitas especializadas y los burriles de diamante.

21 El evacuador sirve para mantener el área en que el dentista está trabajando libre de agua y productos de desecho. La asistente maneja el evacuador.

22 Las fresas o tornillos son de dos tipos: los de acero que se utilizan a velocidades de hasta 10,000 vueltas por minuto, y los con punta de carburo que alcanzan una velocidad de 600,000 vueltas por minuto.

23 Las herramientas exploratorias sirven esencialmente para examinar los dientes. Hay dos tipos principales: el de una sola punta y el con una punta en cada extremo. Cuando las puntas se dañan, hay que reemplazar el utensilio entero.

24 El dentista emplea dos tipos de espejos -- un espejo común y un espejo que magnifica la imagen.

25 Las pinzas para llevar bolitas de algodón son largas y tienen el extremo puntiagudo y curvado. Sirven para llevar materiales a la boca y de la boca.

26 Para empaster un diente, la asistente coloca la amalgama en el diente, y el dentista usa otro instrumento especial para apretar y condensar el material.

27 En algunas operaciones dentales, el dentista necesita instrumentos cortantes. Los cinceles de varios tamaños sirven para cortar los tejidos mas duros, y unos cuchillos muy finos se emplean para recortar los tejidos blandos.

28 Con los raspadores se quitan los depósitos de sarro de los dientes. Una excavadora en forma de cucharilla saca la parte cariada de diente. Bandas metalicas sujetan la amalgama en el diente hasta que este lista para amoldar.

A. Book

1. Wilkins, Esther, Clinical Practice of the Dental Hygienist, Philadelphia, Pa., Lea & Febiger.

B. Films

National Archives Trust Fund Board
National Audio Visual Center
Washington, D.C. 20409

1. A Chance to Be

30 minute, color, 1977 Office of Education
16mm film No. A00671/BM Rental $12.40 Sale $174.00
Videocassette No. A00672/BM Sale $100.00

Career education programs for special populations: women, minorities the handicapped, and the gifted. The film underscores the need to broaden the career opportunities of these groups--and the potential of career education in the achievment of this object.

National Archives and Records Service
National Audiovisual Center
Washington, D.C. 20409

2. Applying for a Job

11 minutes, 16mm film OPT. SD, COL 1967
Producer USDLMP
Title No. 141901/RH Sale $63.75

The problems and attitudes of young men and women on their first job interviews. (From the career Job opportunity series. No. 1)

3. Denture Repairs for the Auxiliary, Part I :

Denture Base Fractures

14 minutes, 16mm film, color 1979
Producer USVADE Sponsor USVA
Title No. A02621/PA Sale $89.50

Presents in detail, repair of a medline denture base fracture in both a mandibular and maxillary complete denture.

4. Replacing an Anterior Tooth Part II

10 minutes, 16mm film, OPT. SD, COL 1979
Producer USVADE Sponsor USVA
Title No. A02623/PA Sale $63.75

5. Intraoral Saggital Osteotomy for correction of Mandibular Prognathism

10 minute, 16mm film, OPT. SD, COL
Producer USRAIR Sponsor USA
Title No. A02328/PA Sale $58.00

This program presents certain adamantoma features of the mandibular that must be considered.

6. Peridontal Suturing

15 minutes, 16mm film, OPT. SD, COL
Producer USOADE Sponsor USVA
Title No. A02625/PA Sale $95.75

Demonstrates both clinically and on a typodont, four methods of suturing during periodontal surgery. Includes: interrupted suture sling ligation, continous ligation and anchor sutur.

7. X-Rays - How Safe

28 minutes, 16mm film, OPT. SD, COL 1974
Producer USBRH Agency No. 0437
Title No. 009143/RC Rental $12.50 Sale $178.75

Decribes the federal standard for the manufacture of x-ray systems as a major contribution in reducing unnecessary radiation exposure to patients and operations.

8. Dental Health - Brushing

6 minutes, 16mm film, OPT. SD, COL 1974
Producer USN Agency No. MN-11215C
Title No. 009218/RC Sale $38.25

Shows the proper brushing techniques to remove plague.

9. Dental Health-Dental Health and You

5 minutes, 16mm film, OPT. SD, COL 1974
Producer USN Agency No. MN-11214D
Title No. 009219/RC Sale $32.00

10. Dental Health - Flossing

8 minute, 16mm film, OPT. SD, COL 1974

Producer USN Agency No. MN-11214B
Title No. 009217/RC Sale $51.25

Gives instructions on the proper use of Dental Floss to remove plague.

11. Pedro Unit I

16 minutes, 35mm filmstrip, audiodisc, col 1970
Producer USDDH
Title No. 008900/RC Sale $21.50

Pedro learns to brush his teeth (Spanish and English)

12. Pedro Unit II

14 minutes, 35mm filmstrip, audiodisc, col 1970
Producer USDDH
Title No. 009909/RC Sale $21.50

Pedro likes good food (Spanish and English)

13. Where I Want to Be - The story of a woman Dentist

28 minutes, 16mm film, OPT. SD, col 1973
Producer USDDH
Title No. 002230/RH Sale $162.50

Describes the career advantages of dentistry to women. Emphasizes the growing need for women in the dental field.

C. Safety Signs

1. Ready Made Sign Co., Inc.
12-07 44th Avenue
Long Island City, N.Y. 11101
Phone (212) 784-7000

2. World-Wide Sign Company
3171 McCall Drive
Atlanta, Georgia 30340
Phone (404) 455-3800

3. Marzetta Signs Inc.
1356 South 59th Street
Richmond, Calif. 94804
Phone (415) 234-3270

Spanish Catalog is available and Spanish-English bilingual signs may be obtained upon request.

4. The OSHA Comprehensive Safety Compliance System for Public School

Districts, Vocational Schools, and Community Colleges.

D. Spanish Resources

1. Kearon, Thomas P., Maria Antonia Di Lorenzo-Kearon, Medical Spanish A Conversational Approach.

2. Sedwick, Frank, Conversation in Spanish - 3rd Ed., D. Van Nostrand Company.

Spanish Dictionaries

1. Pequeño Larousse, Espanol-Inglés, English-Spanish.

2. Pequeño Larousse, Ilustrado